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ABSTRACT

Application of the study of humanities in administrator education is explored in this paper. The argument is made that humanities studies help to conceptualize ideas and generate theory, and to represent and explain what is uniquely human. Effective administrators require problem-solving and critical thinking skills for dealing with people-related problems in human situations. Suggestions are offered for developing a graduate humanities seminar based on critical analysis, which teaches students to evaluate and synthesize issues and to relate concepts to educational theories. Appendices include notes and an article on the evaluation of a humanities seminar in administrator education and an example of seminar content and structure. (25 references) (LMI)

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THE VU FROM MT. DEJA

(Epimetheus reports that Prometheus remains bound)

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A Symposium on Humanities in Administrator Preparation

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The VU from Mt. DEJA (Epimetheus reports that Prometheus remains bound)*

Deja vu; or even Deja vu again, and again, etc. The humanities in Education Administration or the humanities in the preparation of Education Leaders! Imagine that! Like other ideas seeking to find out when their times have come, the concept of the humanities as part of the preparation of Education Leaders keeps popping up irregularly. The idea is attractive; it has face validity and (mirabile dictu!) there even are some evaluative data to show that the idea has value and efficacy. (Therein, of course, lies one problem! Evaluation is an anathema to education administrator preparation professors. More about this later.)

Some professors have been concerned about humanities and values in education administration preparation. One of the longest continuing concerns of the National Council (Nee Conference) of Professors of Educational Administration (NCPEA) is Values/Humanities as shown by the NCPEA Values and Humanities Continuing Interest Group. On occasion UCEA has given attention to the idea, especially as shown by some committees, proposals and publications (such as by Sam Popper: 1985 Pathways to the Humanities In Preparation for Educational Administration and revised in 1987; and revised 1990 with the title Pathways to the Humanities in School Administration). The NCPEA Interest Group on Values and Humanities sponsored a few publications (e.g., Blackmon, 1969; Herring, et al., 1974) and there even has been attention to the topic at AERA sessions (e.g., session 3.04 of the 1981 convention in Los Angeles, and a symposium at the 1970 AERA convention in Minneapolis). So, although sporadic, there has been some serious attention to the humanities in Education Administration. At one time there was considerable optimism about some role of the humanities in preparing Education

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*C.M. Achilles, Professor, Education Leadership, School of Education, UNC-Greensboro, Greensboro, NC 27412-5001. My Humanities in Humanities in Leader Preparation involvement goes back to a federally funded Education Professions Development Act (EPDA) project to prepare Education Administrators. As with many Federal initiatives, this project had evaluation requirements (see Appendix A). The author has been involved with several "Humanities" projects, the NCPEA Humanities and Values interest group, and some efforts to fund some humanities projects.

Leaders. And why not? For years leaders of government and business enjoyed the humanities-oriented "Aspen Institutes" and other mind-expanding activities built upon great works of art, drama, literature, etc. In a more optimistic vein, Achilles (1972) noted that there was some promise of substantial use of "Humanities" in education leader preparation: "This area, however, is not a wasteland. Not all programs like a 'Fiddler on the Roof' are tied to tradition" (p. 1). Ah, the optimism of youth. A comparison of preparation programs for education administrators over the years from the Cooperative Program in Educational Administration in the 1950's to the new Ed.D. for Senior-level School Administrators in North Carolina (for the 1990's) shows a dull sameness (Achilles, 1989). The new Ed.D. programs for Senior-level School Administrators at UNC-Greensboro has a 77 semester hour core and no specific humanities component except as elements are introduced by some faculty in some courses. This admission may explain much about formal involvement of the humanities in preparation programs -- there is very little of a formal nature going on. There are three key questions in the humanities in preparation programs issue: HOW? WHY? and WHAT?

THE HOW QUESTION

Laughlin (1972) noted some practical problems in putting a strong humanities component into a formal preparation program for education administrators. The problems Laughlin enumerated nearly 20 years ago seem pertinent today. It seems to be a "practicality problem."

> In a program already judged to be demanding, crowded, and perhaps inflexible, the student faces the problem of determining priorities in the use of time. . .(S)electing a course which gives time to activities drawing on the humanities becomes a luxury when it is not clear how such activities relate directly to the examination and evaluation system. . .of the preparation program. Perhaps the student is discouraged. . .because of perceptions of the practicability found in a professional-career-advancement preparation program. Perhaps there is little appeal to the mature, vocationally-minded, professionally-ambitious student in what is perceived as philosophically-oriented or theoretically-glutted learning experiences. (p. 4). Emphasis Added.

> The Trends Tussle is closely related to the Practicability Problem with its attendant time tensions and priority pressures. Technology is trendy (micro-computers) and it is easier to rely on "cookbook" texts and how-to handbooks than it is to pursue human issues such as

> values. "How to" is easier than "why." If you are first with a great gimmick or fine formula, you are festooned with fame and fortune. Furthermore, there has been research to show that administrators and teachers don't read much. This is a measurable hardship when contemplating the humanities approach. This may also help account for the trends tussle -- it is easier to learn great gimmicks and then talk about them in lounges or at conferences than it is to consider issues, relationships, values. (Achilles, 1981: p. 12)

Given that there has not been much opportunity for full-time use of the humanities in regular preparation programs, creative individual professors have sought ways to incorporate some elements of "Humanities" into preparation. Laughlin (1972) was thorough in describing how humanities content could become part of preparation programs even though there are no specific humanities components or courses. Professors sort of "sneak" the materials into the curriculum. (Some may recall the idea of curriculum infusion in the Career Education movement.)

Laughlin (1972) has suggested approaches to using resources from the humanities in a preparation program for educational administrators. After a well-developed rationale, Laughlin discusses "How" to include the humanities content (p. 6). (This material also appears in Achilles, 1981, p. 8.)

1. Seminars and group studies
2. Develop and schedule a new course
3. Summer intensive workshops
4. Blend resources from the humanities into current courses by:
    a. Expanding the course bibliography to include resources,
    b. Encouraging students to attend plays, concerts, exhibits, etc. when the activity is germane to purposes of the course, and
    c. Inviting guest instructors from the humanities for team-teaching sessions in current courses.

THE WHY QUESTION

So. . .there are ways to get materials into the program. If things need to be "bootlegged," one must ask "Why" -- why don't the humanities have legitimacy in preparation programs for Education Leaders? Or do they have legitimacy, but are faculty unwilling, unprepared or unable

to use them? There are options, such as team teaching, to add depth to the instructional use of the humanities in preparation programs. A professor might make use of instructional aids, such as the two volumes by Popper (1985, 1990).

There are other "Why" issues. Some of them are only tangentially related to why humanities should be part of preparation programs for Education Leaders; they relate more to other "leaders." For example, the need for attention to ethics as shown by such as the S&L crisis, the HUD scandal, the SBA, the inability of politicians to act on the annual national deficit (the cumulative debt is too much to ask about!) may drive a rejuvenation of "the humanities" for all leader preparation, including education administration. Content of many sources described as "The Humanities" raise interesting dilemmas for ethical consideration. Often they offer us the option of two ethical perspectives: 1) perspectives of our times and culture and 2) discussion of the perspectives for the time and culture of the original work. Were Creon's actions in the "Antigone" ethical (e.g., burial for Polynices, treatment of Antigone or Haemon, or Teiresias); are Creon's actions ethical? Unlike a simulation or case study, in literature, drama, etc., the author often provides an answer or solution that participants can discuss.

It seems that every time a "Humanities Movement" begins to crawl ahead, alarmists cry for quick fixes and blame education for every ill in society. In a feature story on the work of W. Edwards Deming, Dobyns (1990) makes the following note about American urgency to find a quick, easy solution. Note that a humanities approach is not a quick fix; it is a way of life.

> Americans have a penchant for solutions that are easy to understand, easy to do, aimed at a specific goal and fast -- ten nonthreatening steps to nirvana in 30 days. When it comes to improving what we do, there seems almost to be a flavor-of-the-month approach with each new, highly touted technique stepping on the heels of the one that went before -- management by objective, management by results, management by problem report and resolution. Those are the cook-book methods, where you blend the worker and the machine, stir in a pinch of raw material, add a promise of a bonus (or a threat of dismissal), half-bake for 30 minutes and declare a dividend. It's easy to explain, easy to understand, and it doesn't work. (p. 74)

A scapegoat mentality quickly builds (blame the real young, they don't vote anyway) to turn people from substantive issues. (Did uneducated -- read low basic skills -- people cause the

S&L crisis, insider trading, decline in payback for guaranteed education loans, budget and "off-budget" games in Washington, SONY's invention of the filmless camera and Eastman Kodak "brass" asking how that could hurt Kodak, etc?) Instead of asking educators to identify problems in Education (the Institution), loud and opinionated people from other institutions (usually Politics and Business) jump in to identify "problems" and impose their own "solutions" without considering the differing goals and purposes of the various institutions (to wit):

> "Business deals in dollars;
> Education deals in sense."

Perhaps some common grounding in the humanities would provide members of both groups some common base from which to carry on useful discussions. In 1981, in preparing a paper on "The Humanities" I had similar thoughts. Then, as now, the cry was "accountability" and "the business model." In 1980-81 an "environmental scan" would show that the "business model" was also having problems: "bribes, scandals, price-fixing, Penn Central, Lockheed," (p. 11), and we could add cost overruns, the Pentagon mess, etc. So -- what is new? Deja vu! The WHY? issue really isn't much different today from ten years ago. Note a section under the heading, "And Today?" in the 1981 paper:

> "Universities are turning out highly skilled barbarians" (20). The issue is not anymore so much of "how" to do something, but of the reasons for doing something. Over-specialization has resulted in the inability of individuals to apply wisdom and knowledge to the solution of problems.
> Whitehead (24) identified the inability to act as an educational problem; he said that "education is the acquisition of the art of the utilization of knowledge" (emphasis added). Educated individuals are responsible for how they use ideas. Overspecialization causes people to focus only on their own microscopic areas of knowledge.* The wise application of knowledge suffers. Wisdom and knowledge differ.**
> Often we pursue something without asking the question, "Why?" We are concerned only with how to do something or how to do something better; seldom do we reflect, "Should it be done in the first place?"· · ·

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*Heinlen once said: "Specialization is for insects." The Notebooks of Lazarus Long.

**H. Hesse, Siddhartha. "Wisdom is not communicable. . . Knowledge can be communicated, but not wisdom. One can find it, live it, be fortified by it, but one cannot communicate and teach it" (p. 144).

> Even physicians are becoming concerned with humanism and the humanities. (Note also the increasing concern for ethics in law, business, education, engineering, agriculture, and other fields.) Pellegrino, in "Humanities and Human Values in Medical Education," (22) discusses the dearth of philosophy, morals, and ethics in the training of physicians. The UCLA medical school hired the humanist, Norman Cousins, to work with aspiring doctors. Ethics/morals are becoming part of the curriculum in many medical schools. And why? Because doctors were concentrating on the technology of medicine and neglecting the humanistic questions which undergird medicine. And education is in the same boat (p. 4). [References in ( ) are from original paper. Many are also in the references section of the present paper.]

Perhaps the most compelling response to the WHY? question is that the humanities constitute one of the three legs or components of preparation for a profession. I have addressed this in detail in other places (e.g., Achilles, 1986; 1988; 1989a). A professional, as distinct from other classifications of vocations, must know what to do, and how to do it. Most importantly, the professional also must wrestle with the issue of "Why?" Why should something be done in the first place (see Figure 1 on the next page).

My conceptualization of these three issues and their translation into preparation are represented by the Art-Science-Craft (Why, What, How) formulations shown in Figure 1. The art dimension, represented in preparation by liberal arts/humanities provides the basis for conceptualizing, refining ideas and developing vision, and generating theory. Mostly, though, humanities represent the essence of humanitas (Achilles and Gentry, 1969); they help explain what is uniquely human. And administration deals mostly with humans -- with people. Administrators, as professionals, are expected to use or apply pertinent information/skills to solve problems -- usually people-type problems -- in appropriate ways, or ethically. Administrators often must struggle with questions that require judgment and/or choice (e.g., efficiency/effectiveness, or some similar issue or dilemma) (Achilles, 1989a, p. 1). What more pervasive answer to the WHY? question is there?

THE WHAT QUESTION

The WHAT? question will probably have as many "answers" as there are people emphasizing some humanities in the preparation programs. The material should 1) have a

	KEY QUESTIONS			
	How	What	Why	Training
Craftsman	Practice	Trail/Error	N/A	Apprenticeship
Technician	Training	Theory Base	N/A	Schooling Apprenticeship
Academician	N/A or Vicarious observation	Research	Study Analysis	Schooling Study
Professional	Practice	Training	Study Reflection	All of Above

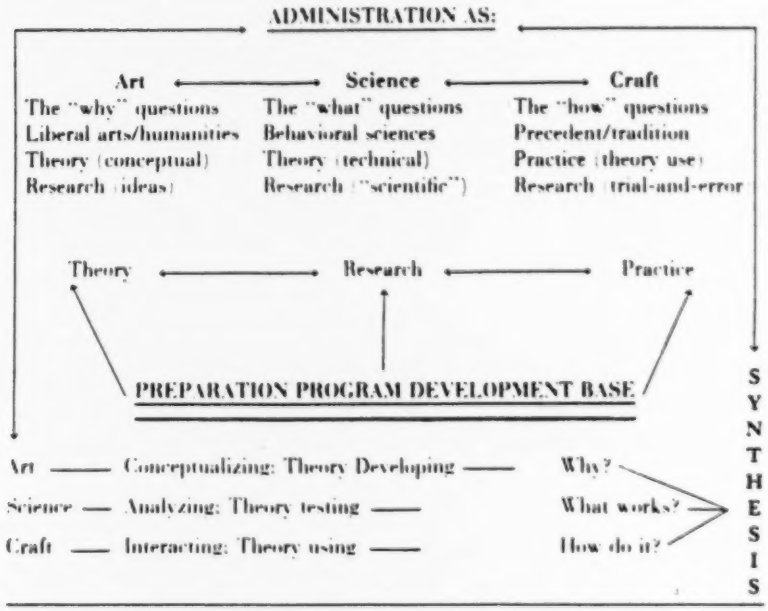

Figure 3–1
Some Key Issues in the Development of Administrator Preparation Programs

From Achilles, 1985. Thanks to P. Silver for adding to these considerations.

Figure 1. Portrayal of the Humanities as a portion of a total Education Administration preparation program. (Achilles, 1988, p. 51)

message related to preparation of administrators, 2) focus on people -- usually choices, 3) be brief enough that you can use the work in its unabridged form, and 4) be fun and interesting. Ask participants to read (view, listen to, etc.) the material both as a work of art and for its applicability to the world of administrators. In this sense there is consideration of the instrumental value of the work in helping people understand the human condition.

I ask students to read fairly short, but interesting poetry, plays, or novels that address some issues of administration. Examples include the plays "Galileo," "A Man for All Seasons," "Antigone"; novels such as The Lord of the Flies, Jonathan Livingston Seagull, The Pearl; poetry such as Vachel Linsay's "The Congo" or Robert Service's "Cremation of Sam McGee" ("A promise made is a debt unpaid"); and works pertaining directly to administration, such as that mainstay of humanitarianism, The Prince. I try to use materials that are in paperback, easy to obtain, and that can be read fairly quickly without offering "cookbook" or "textbook" falderol. As students read and become acquainted with these works, I ask them to think about some decisions which they, themselves, have recently made. They should consider their decisions in terms of some decisions or actions of characters in the "reflective" materials which the group has read. Is it more reasonable to "recant" as did Galileo in order to be around to work and advance your ideas, or is it better to take a firm, absolute stand, as did Sir Thomas More, and to die for high principles? What are the different impacts and consequences of the different acts?

I invite students to bring with them to class one example of a difficult decision they had to make during the preceding week. They describe the context, the problem, and the decision or action taken. The decision or action becomes the focus of discussion. We engage in some give and take so that people can expand on why they made certain decisions, and what they might do if they have another chance at making the same decision. Then we search our collective memories for appropriate examples of similar decisions/issues in literature (drama, etc.). The possibilities for discussion and comparisons are great.

As a last step, we try to relate the actual issue and a similar issue from the humanities content to what we know from the social sciences. How might the issue be described in terms of

theory or constructs students have studied -- motivation, consideration or initiation of structure, who benefits, altruisim, even a discussion of the "ethics" of the situation -- the good or bad of it? Mostly, though, we note that the major issues of today are amply represented in the humanities -- and they should be, for humanities deal with people. Bureaucracy is often there in the form of government or rules. What is the relationship between "man-made" rules and rules of "nature"? Note M.L. King, Jr.'s "Letter from the Birmingham Jail" and Thoreau's Walden or the actions of Antigone in burying her brother as examples of "civil disobedience." What administrator does not, sometime, confront this issue---?

To engage students in reflective thinking I employ the strategy of the written critique, or a critical analysis of some humanities assignment. The critique requires the student to evaluate and synthesize ideas in the original -- what is being critiqued -- so as to establish relationships with other ideas, or to analyze the material in terms of logic, consistency, importance, etc. Thinking about the material, relating it to other ideas -- really trying to "locate" the material within a stream of thought or research -- and putting some value upon it will give the student guidelines to help him/her to engage in reflective contemplation. The nature of a critique encourages reflection. The usual length of a critique (4-7 double-spaced pages in most of my assignments) keeps the activity from rambling. In the implications section, the student will relate concepts from the material being critiqued to important current trends and theories. If handled correctly, this offers one way to move from practice to theory.

Perhaps one reason that the humanities in administrator preparation keeps popping up at various times is that the humanities are about people. And so is administration or leadership. The humanities represent, captured through time in timeless ways, humans' best thoughts on or about humans and the human condition. Administrators need to know this.*

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*The humanities component of the University of Tennessee EPDA program to prepare education administrators was evaluated. Participants saw the humanities elements as tops, and as being most relevant for their work as administrators. Appendices A and B include detail of that thoroughly evaluated program.

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APPENDIX A *

Notes on Evaluation of Humanities in Administrator Preparation: Tennessee, 1968-1972
(Some material from UCEA Newsletter, XII, 1 (Oct. 1970) pp. 6-9)

Almost without exception, those who attended the humanities seminar at the University of Tennessee contended at the time that it was the most important, interesting, and fun part of their total preparation program. Almost without exception, when asked on the job long after leaving the university, they indicated that what they had learned in the humanities seminar was most valuable to them as school administrators in job performance. Why might this have been?

In general, we "focused" our humanities activities on some problem. We sought in literature, art, music, and so forth examples which were pertinent to the problem with which we were dealing. As we synthesized those materials and worked through them, we aksed students to synthesize their own ideas and provide solutions to the problems with which we were dealing. Thus, we did not just dabble in the humanities for the sake of reading or enjoying them, we tried to specify how the humanities could be useful in analyzing and solving current problems. Often we used the humanities to demonstrate moral precepts such as acts have consequences, each of us is responsible for our own actions, or that the more freedom there is, the more responsibility there must be.

There seem to be two drawbacks to using the humanities in preparation programs for administrators. First, they are expensive and unweildy. Generally you must have several professors and/or outside resource persons since no single individual has the breadth and scope of knowledge to present a challenging, academically honest humanities experience that focuses directly on problems of administration. Second, it is particularly difficult in this time of accountability to show the direct, monetary value of the humanities as a component in a preparation program. These impediments need not stop efforts to incorporate the humanities in preparation programs, but the impedients are there.

The following material from the UCEA Newsletter explains some aspects of the 1968-1969 program at Tennessee. The article is reprinted in its entirety to give some context for the evaluation, which is the last portion of the article.

* Appendices A+B from Achilles, 1981.

Innovations in Preparation

EMPLOYING THE HUMANITIES IN ADMINISTRATOR PREPARATION

by
Charles M. Achilles
University of Tennessee

(Editor's Note: The role of the humanities in society and in education has become the focus of increasing attention and concern within the past two decades. With reference to the education of administrators this concern was early reflected in the humanistic in-service programs developed for business executives during the 1950's. More recently, a number of professors have expressed interest in employing the humanities in the preparation of educational administrators. In a few scattered instances, individual professors have experimented with humanities content and experiences in their programs.

These experiments, however, have not usually been characterized by clearly defined attempts to achieve stated objectives; nor have they commonly been evaluated in any systematic fashion. An exception to this is the month-long "humanities live-in seminar" that has been offered during the past three years as a component of an EPDA-funded, pre-service program at the University of Tennessee. In the interest of better informing those in other institutions about this "innovation in preparation" Chuck Achilles, who coordinates the humanities seminar, was invited to prepare the following article.)

In June, 1968, the University of Tennessee's Department of Educational Administration and Supervision initiated a new master's degree program under Title V-C of the Higher Education Act. The program, subsequently funded under EPDA, is innovative in that it provides a unique combination of elements as an integrated program to prepare entry-level administrators as educational change agents for local schools in Southern Appalachia. The 15-month program of full-time, resident study is a departure from the usual process of obtaining a master's degree in educational administration on a part-time basis.

Awareness of the political structure and administrator recruitment and retention realities in Applachia formed one basis for the new structure of educational experiences for prospective school administrators. Two basic assumptions were that (1) political conditions in local districts were realities within which school administrators must work (in Applachia, school districts commonly elect the superintendents and school board members may be elected by civil districts, thus encouraging a board member to view the school in his district as "my school"), and (2) administrator recruitment realities in Southern Applachia (with its low salary structure) were such that local teachers probably provide the best, perhaps the only, leadership source for new administrators. The close-knit and politically-oriented social and political structures of the local communities and conservatism of the region suggested that personnel who have already achieved school and community acceptance were more likely to be able to encourage change than were "outsiders." Few teachers in the region have strong liberal arts preparation or have traveled out of the region to attend college. Thus, local teachers available for leadership positions are apt to have had limited pre-master's educational experience.

Students who enter the program after a detailed selection process work through eighteen components, ranging from three to six credit hours in length and culminating in approximately 15 hours of work beyond the master's degree. Students work in the School Planning Laboratory and the Title IV Educational Opportunities Planning Center at the University. Visits to exemplary schools are conducted. Sections of the program are team-taught. Individualized instruction techniques are employed and demonstrated. A continuous behavioral science seminar spans three academic quarters during which professors from various disciplines meet with students while departmental staff members help students apply theories and concepts from the disciplines to school problems. A human relations laboratory attempts to facilitate students' functioning in groups and to encourage each student to examine carefully his own behavior and motivation.

The Humanities Seminar One innovative component of the administrator-change agent program is a four-week intensive humanities seminar which follows an introductory course in educational administration and the human relations laboratory in the program sequence. Four weeks are set aside during which the student has no other academic responsibility; the entire day is open for program activities. There is no pressure of grades and students are encouraged to bring family members to seminar meetings so that discussion may continue at home. Classroom sessions are held to a minimum—the group travels to art galleries, theatre or musical presentations, etc. Personnel from such fields as history, literature, music, architecture, drama, philosophy, religion, and education meet with students. Community resources are used. A heavy reading schedule provides a common information base to serve as a foundation for discussion. Creativity and individualism are encouraged in projects, in discussion, and in formulating ideas. Students are encouraged to see knowledge not as a fragmented series of 45-minute periods of unrelated disciplines, but as a continuous interrelationship among concepts and ideas.

Two general questions pervade the seminar: "How does man communicate?" and "Who or what is man?" Communication is considered in its broadest form to include such things as art, music, literature, architecture, and drama. Man is reviewed in relationship to himself, other men and society, his creations, his philosophy, and his value orientations. Attempts are continuously made to *focus* seminar materials and experiences upon questions and problems relevant to the school and the administrator.

Many and diverse reading materials have been used. Some examples are: *Walden Two;* "Antigone"; Plato's *Apology, Crito,* and *Republic; The Stranger; I and Thou; Siddhartha; Playboy's* "Interview with William Sloan Coffin"; Martin Luther King, Jr.'s "Letter from the Birmingham Jail"; selections from *Democracy in America;* "Civil Disobedience"; *The Wall;* poetry selections; *The Prince; Lord of Flies;* "Galileo"; "A Man for All Seasons"; "Oedipus Rex"; *"The Trial; The Plague; Billy Budd;* "Death of a Salesman"; and a potpourri of duplicated or

mimeographed selections. Movies such as "Blowup" and "High School" have been used, as have student-made materials. Records, tapes, and slides often accompany discussions or presentations. Students listen to music from various eras and reflect on what is being communicated. (In terms of impact, for example, compare the messages of some music from the "Great Bands" era and the music of some current folk singers.)

The specific and basic objective for the humanities seminar is to provide the student opportunities to reappraise (1) functions and goals of education, and (2) the relation of man to nature, to himself, to his fellow men, and to problems with which men must deal in society. The seminar, operating on the assumption that administrators are men first and decision makers second, focuses on man and upon dialogue as a process for interpreting man's condition. As decisions of administrators influence the lives of many other people, they, perhaps more than many other people, must understand relationships of the humanities to their social responsibilities.

For staff, the seminar relies upon the continual attendance of one or more department members and upon external consultants and resources to provide scope and depth. Grades are de-emphasized and students are encouraged to try to enjoy the seminar as a learning experience. Students are expected to participate in seminar experiences, to read and think, and on occasion to develop poems, drawings, posters, or other forms of creative expression. Some students choose a "humanities paper" as one of their three "problems papers."

Throughout the seminar there is a conscious and constant attempt to encourage the student to delineate relationships between the content of the seminar and problems currently facing the schools. Reading materials are often organized to provide viewpoints about a crucial topic. For example, questions concerning student unrest might be reviewed after examining the following: *Apology*, *Crito*, "Letter From The Birmingham Jail," *Civil Disobedience*, "Antigone," "Interview with William Sloane Coffin," and other selections. Students might then develop individual criteria to judge whether student action was a legitimate "civil disobedience," or of a more destructive or less goal-directed nature.

Evaluation Results In four separate rankings of program components by two groups of students, the humanities seminar scored first three times and second once, beating out its nearest competitor for first by nearly half (mean scores of 1.7 to 3.5 and 2.7 to 5.2 where a low score indicates a greater number of first-or 1-choices). Data on comparative rankings of program elements by two groups are shown in Table I.

Students differentiate between and among the quality and relevance of elements and/or the presentors of various aspects of the seminar as shown by mean scores and ranges of scores. In 1970, for example, mean scores (7=high) for elements ranged from 3.0 to 5.8 with ranges from 5-1 to 7-6.

In three years, the predominant goal of the humanities experience has progressed from general liberalization, to values development, to an attempt to understand and foster creativity. Program evaluations have indicated that there really is little difference among the three, although the "creativity" approach has a slight edge.

Two groups of students who have completed the program have ranked all program elements. Data reveal the humanities seminar continuously receives a high participant ranking in comparison with other program elements. This is true even after participants return to their districts and rank program elements in terms of utility to administrators on the job. Evaluations by outside consultants have also ranked the humanities seminar among the top program elements.

An extensive evaluation reported by Hughes and Tanner in the *Educational Administration Quarterly* (Spring, 1970) has shown that although the humanities seminar is highly regarded by students, it is a singularly expensive program element. During the first year, costs per earned graduate credit hour for the humanities were $73.70 as compared to the approximate cost of $26.50 for a "regular" course offering at the University of Tennessee. Hughes and Tanner did report, however, that when a variety of factors was taken into account (such as student rankings of program elements) the humanities seminar, even with its high cost per credit hour, was "valued" more than other program elements. Even so, without some external support it would be difficult for a department to offer the humanities seminar.

The Department of Educational Administration and Supervision at the University of Tennessee has attempted to incorporate elements from the humanities seminar into the regular preparation program. There has been some success in spite of high costs.

Each group (1968-1971) was asked to evaluate the humanities seminar on the topics of Quality and Relevance. A comparison of the rankings is in Table II.

TABLE I

Comparison of Mean Scores and
Ranking of Program Components

PROGRAM COMPONENTS	MEAN SCORES				RANK OF MEANS			
	A[1]	B[2]	C[3]	D[4]	A	B	C	D
Ed. Psych.	3.9	5.6	4.8	7.8	1	3	4	4
Res. Techniques	13.6	13.8	13.1	9.5	16	14	15	9
Elec. Data Proc.	16.6	16.1	17.1	13.4	18	18	18	16
Beh. Sci. I: Social & Psych. Forces	8.2	9.2	8.2	8.0	7	5	6	6
School Planning Lab	13.2	16.2	13.2	10.9	15	16	16	13
Visits to Schools	8.0	9.9	7.5	9.5	6	7	5	11
Beh. Sci. III: School & Community	8.6	10.9	11.1	8.2	8	9	11	8
Sch. Adm.: Desegregation	10.4	10.9	8.6	9.5	12	8	8	10
Developing and Supervising the Curric. (K-12)	7.8	9.1	10.1	16.5	5	4	10	18
Beh. Sci. II: Poly. Sci. & Economics	11.3	11.5	12.5	8.2	13	10	14	7
Interp. of Res.	14.5	13.9	14.3	13.5	17	15	17	17
Law & Finance	8.9	11.6	9.8	5.2	9	11	9	2
Simulation: Conflict Resolution	11.8	13.4	11.1	12.7	14	13	12	15
Hum. Rel. Lab	4.5	4.7	3.5	7.9	3	2	2	5
Intro. Ed. Adm.	9.5	16.7	8.6	11.2	10	17	7	14
HUMANITIES	4.4	3.6	1.7	2.7	2	1	1	1
Internships	10.3	12.9	11.6	10.0	11	12	13	12
Problems Papers*	5.4	9.5	4.7	5.6	4	6	3	3

1 N=17 : A= End of 15 month cycle; Group I
2 N=16 : B= During first year on job; Group I
3 N=11 : C= End of first year on job; Group I
4 N=20 : D= End of 15 month cycle; Group II

*In separate analysis, the humanities problem paper scored higher than other papers.

TABLE II

PARTICIPANT RANKINGS OF QUALITY AND RELEVANCE
OF FOUR HUMANITIES SEMINARS

		1968 (N=22)		1969 (N=24)		1970 (N=19)		1971 (N=21)	
		MEAN	RANGE	MEAN	RANGE	MEAN	RANGE	MEAN	RANGE
THEME	Q*	6.6	7-5	6.3	7-4	6.6	7-6	6.8	7-6
	R*	6.5	7-5	6.3	7-4	6.7	7-6	6.8	7-6
OVERALL	Q	6.3	7-5	6.1	7-5	6.7	7-6	6.6	7-6
	R	6.6	7-5	6.2	7-5	6.7	7-6	6.4	7-5

*General instructions for internal rankings: Make your rankings on a seven point scale on the following criteria (high = 7; low = 1):

1. Quality (Q): refers to the relative excellence of presentations in regard to logic, clarity, cogency, content, and organization.

2. Relevance (R): refers to the extent to which presentations had meaning or were pertinent to problems found in your school district.

There was not a global "Halo" effect for the humanities seminar. When asked to rate presentations of professors (4 or more presentations) the students differentiated among the staff. Table III shows results for two years (see Table II for the meanings of Quality and Relevance).

TABLE III

COMPARATIVE RATINGS BY PARTICIPANTS OF QUALITY AND RELEVANCE OF PROFESSOR'S PRESENTATIONS (4 OR MORE PRESENTATIONS)

		1968 N=22		1969 N=24	
PROFESSOR*	QUALITY**	MEAN SCORE	RANGE	MEAN SCORE	RANGE
A	RELEVANCE	6.52	7-6	5.63	7-3
		6.47	7-5	5.38	7-3
PROFESSOR	QUALITY	4.62	7-1	5.33	7-4
B	RELEVANCE	5.19	7-3	5.04	7-2
PROFESSOR	QUALITY	3.52	5-1	6.21	7-4
C	RELEVANCE	3.47	5-1	6.21	7-3
PROFESSOR	QUALITY	6.38	7-5	3.88	6-2
D	RELEVANCE	6.52	7-5	3.92	7-2
PROFESSOR	QUALITY	6.22	7-3	5.50	7-2
E	RELEVANCE	5.16	7-2	4.38	7-2
PROFESSOR	QUALITY	6.71	7-6	6.58	7-5
F	RELEVANCE	6.86	7-6	6.54	7-6
PROFESSOR	QUALITY	--	--	6.29	7-5
G	RELEVANCE	--	--	6.83	7-3

Table IV presents some general student comments about the 1969 seminar. (From 2:14). Note that many comments relate to the "general liberalizing approach" and a few relate to "values development." No comments relate to "creativity" since this mode was not used until 1971.

The following material, provides a picture of how the Humanities Experience was seen by the student participants as reported by them to the external evaluation team. (7:25-28).* Eighteen of 20 original Experienced Teacher Fellows responded to the external evaluation at the conclusion of the 15-month program. The following is either quoted or paraphrased.

* Associated Educ. Consultants (1969)

Table IV

GENERAL STUDENT COMMENTS; HUMANITIES SEMINAR (1969)

I. What single thing would you omit?	N
I And Thou	10
"Existentialism" as a topic	5
Group too large	5
Seminar was too long	4
Don't have 2 or more "authorities" at one time	2
Art, Phenomonology, too much material too fast	1 each

II. What single thing would you retain? or What did you enjoy most?	
Drama at outdoor theater	12
Range of new experiences	9
Poetry	5
New ideas	4
Able instructors	2
General "atmosphere"	2
Art	1

III. General Comment: There should have been more variability or flexibility; the structure sometimes inhibited or controlled discussion.

IV. Student Comments

"I have become inspired."
"More emphasis on personal experience."
"As the seminar drew to a conclusion, I realized that it all had more relevance than I thought as I experienced the various parts."
"Very meaningful now and more meaningful in the future, I hope."
"Very stimulating."
"Enjoyable," "Helpful."
"I appreciate the opportunity to grow culturally."
"This had been the most satisfying experience of all my formal education."
"Identification of self through literature."

In an interview Fellows named one or two major strengths of the Tennessee EPDA program. Responses are listed in rank order.

The humanities program
The EPDA (University of Tennessee) staff
Interaction among EPDA group members
Opportunity for broader horizons
Visits to innovative schools
Diversity of the total program
Sensitivity training workshop
Contacts with outside disciplines
Field experiences
Open climate in classes
Emphasis on learning rather than grades

Humanities Seminar

It was very clear in talking with the Fellows that the Humanities Seminar had proved the most stimulating part of the entire program. For many it was the first opportunity they had experienced to discuss issues and ideas at a meaningful level with men of the stature of Keller, Graff, Karier, and Achilles. Seeing these concepts couched in media they had generally perceived as somewhat esoteric and talking about them in everyday language with men of considerable erudition who still put their pants on - as they did themselves - one leg at a time, was quite a thrill.

To check further the attitude of the Fellows toward certain components of their program, a 95-item Attitude Inventory on Programs of Preparation for School Administrators was administered.(12)* The inventory had been used with 84 doctoral students at the Big Ten Schools plus the University of Chicago. The EPDA Fellows' responses to the subscale on "The Use of Content from the Humanities" were revealing. The mean score of 4.09 for all items was considerably higher than the mean score of 3.66 for the comparison group, indicating a very favorable attitude on the part of the Tennessee students toward humanities.

* Foster.

APPENDIX B

SOME EXAMPLES OF STRUCTURE and CONTENT FOR USING HUMANITIES in PREPARATION of ADMINISTRATORS

The Humanities Seminar

Several approaches have been used in the extended seminar (four weeks). These have encompassed each of Farquhar's (11) three modes: general liberalizing, values development, and creativity. Each of the approaches has used large, four-week blocks of time during which seminar participants had no other responsibilities. A sample one-week schedule is shown here.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY SUNDAY
8:30 - 10:00	"GALILEO" I	II	"CIVIL DISOBEDIENCE"	FREE	"A MAN FOR ALL SEASONS" II	SCHEDULE AS NEEDED
10:00 - 10:45	MORNING BREAK					
10:45 - 12:00	PLATO I	II	III	"A MAN FOR ALL SEASONS" I	PLATO IV	
NOON - 1:30	LUNCH					
1:30 - 3:30 OR SO	"ANTIGONE"	"CIVIL DISOBEDIENCE"	FREE	SEMINAR DRAMA	"BIRMINGHAM JAIL & OTHER SHORT READGS.	
EVENINGS	SCHEDULE AS NEEDED		DRAMA "CAMELOT"	DRAMA "DARK OF THE MOON"		

Figure 1. Sample schedule for one week of four week Humanities Live-In Seminar.

Many and diverse reading materials have been used. Some examples are : Walden Two; "Antigone;" Plato's Apology, Crito, and Republic; The Stranger; I and Thou; Siddhartha; Playboy's "Interview with William Sloane Coffin;" Martin Luther King, Jr.'s "Letter from the Brimingham Jail;" selections from Democracy in America; "Civil Disobedience;" The Wall; poetry selections; The Prince; Lord of the Flies; "Galileo;" "A Man for All Seasons;" "Oedipus Rex;" The Trial, The Plague; Billy Budd; "Death of a Salesman;" The Greening of America; The Caine Mutiny; One Flew Over the Cuckoo's Nest and a potpourri of duplicated selections. Questions related to the readings constantly focus on man, especially upon characteristics of man in relation to man. Movies such as "Blowup," "Sunday," "The Sixties" and "High School" have been used to stimulate thinking, as have student-made materials.

During the first two weeks, the 1971 program followed a traditional "humanities liberalizing approach," the first of Farquhar's three distinctions of humanities programs. The emphasis was primarily on reading and discussion. The group read many selections; the group viewed the play "Dark of the Moon;" the musicals "Fiddler on the Roof," "Oklahoma," and "The Sound of Music;" and a historical pageant, "Walk Toward the Sunset." Presentations were made by authors, artists, philosophers, musicians. The figure below shows arrangements for the 1969 Humanities Seminar at The University of Tennessee.

SEMINAR READINGS

Readings were aimed at presenting ideas for discussion. The following list was supplemented as the occasion required. Mimeo or Xerox materials were distributed as needed. Participants were encouraged to suggest or bring material to the sessions.

"A Man For All Seasons"
The Prince
The Republic and Other Works
Essay on Civil Disobedience
"Death of a Salesman"
Democracy in America, Vol. I & II
"Letter From Birmingham Jail"
"Galileo"
Pogo A La Sundae
Siddhartha
Lord of the Flies
The Theban Plays
Billy Budd
"Interview with W. S. Coffin"
"Depersonalization of Knowledge"
Poems of Emily Dickenson

SOME ADDITIONAL READINGS

Max Lerner	"Why Do Civilizations Die"
James Feibleman	"The Hidden Philosophy of the Americans"
John Gardner	"The Ever-Renewing Society"
Abraham Maslow	"The Self-Actualizing Man"
Archibald MacLeish	"The Great American Frustration"
	"Riders on the Earth Together"
	"The Revolt of the Diminished Man"
Benjamin Sachs	"Poetry Speech"
	"The Changing Role of the Administrator"
Charles Keller	"What Every School and College Should Know"
	"Dear Leslie"
	"Selected Poetry"

SEMINAR STAFF

Dr. Charles Keller, Dr. Ben Sachs, Dr. Orin Graff, Dr. Billie Elliott, Dr. Charles Achilles, Dr. Anand Malik, Mr. Kermit Blank, Dr. Buck Ewing, Mr. Jim Grey, and other consultants as needed.

Focused Workshop

These are two or three-day activities with a planned and focused approach to a single theme; for example the development of guidelines to distinguish Civil Disobedience from Criminal Actions. (This one would help the administrator determine appropriate action in student disruptions).

A favorite has been "From the Inside Out," a study of what it must be like to be in prison and to be seeing the world "from the inside out." The approach has been used with highschool pupils to encourage law abiding behavior (e.g., not to use drugs).

Famous people in prisons: Socrates; M. L. King, Jr.; Thoreau (others), Prison through Music: Album "Folsom Prison;" "Tie a Yellow Ribbon 'Round the Old Oak Tree."

Literature" Soul on Ice, Children in Adult Jails, "Civil Disobedience," "Letter from the Birmingham Jail," "Prisoner of Chillon," "Crito," "Apology," "A Man For all Seasons," "To Lucasta from Prison," The Birdman of Alcatraz,

Art. Collections of art of incarcerated persons.

The instructor should focus on ideas such as loss of freedom, man's inhumanity to others, sensory deprivation, loneliness, coping behaviors, physical abuse, etc. The purposes are manifold: experience, to try to deter persons from antisocial behaviors, etc.

Any number of "mini-courses" or workshops can be designed.